

ENGL 3761: AFRICAN AMERICAN LITERATURE II
SPRING 2025 ♦ ONLINE ASYNCHORNOUS ♦ WEEKLY MODULES

Professor: Dr. Crystal Rudds

Email: via Canvas

Google Voicemail/Text: (385) 351-9506

Office Hours: Virtual by appointment; availability 2-4pm most days

COURSE DESCRIPTION

This course is a survey of works dated from the early twentieth century to the present and will provide a historical, cultural, and social context for the major themes, debates, and characters that make up this body of literature. Well-known writers of this tradition of this historical arc include Richard Wright, James Baldwin, Gwendolyn Brooks, and Toni Morrison, but we will also read many lesser-known writers from the Harlem Renaissance through the Black Arts Movement and up to the contemporary moment of Afrofuturism. In addition to reading relevant texts, students will be introduced to the academic study of literature; learn and employ key literary terms; and critically engage with literary works. Writing assignments, as appropriate to the discipline, are a part of the course. *The course meets the DV – Diversity requirement.* There is no prerequisite. *Semester Credit Hours: 3.*

COURSE OUTCOMES

Overall, this class endeavors to help you practice thoughtful textual analysis and to help you become clearer, more persuasive, and interesting writers. By the end of our course, I also look forward to your being able to:

- 1) **Distinguish** literary arguments from summary, appreciation, and opinion
- 2) **Analyze** formal and textual evidence to craft a nuanced argument that moves beyond the 5-paragraph essay and achieves professional presentation
- 3) **Identify and employ** key literary terminology, as well as terms specific to the genre of African American literary study
- 4) Selection and evaluate credible and effective secondary sources using library and digital archives

COMPANION SITE

Packback – Purchased through the bookstore, Packback is an online discussion platform and instructional tool to assist students in developing critical thinking, curiosity, and writing skills. This semester, we will use this site for weekly discussion boards.

COURSE REQUIREMENTS

Packback Discussions	25%	Weekly Discussions
Literary Analysis Essay	30%	Formal essay, including drafting, research, and revision
MicroWriting	10%	Short reflections or exercises to work through concepts
Quizzes	5%	Tiny assessments on the lecture or coursework
Midterm Exam	15%	Multi-part, open-book exam on course concepts
Final Project	15%	A research-based paper and analysis

GRADING SCALE

94-100 A	90-93 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	00-59 E			

COURSE EXPECTATIONS

Participation: The beauty of an asynchronous course is that you oversee your own learning pace and “presence,” or participation. Be mindful that discussion boards and peer reviews cannot be made up unless they are part of a multi-step exercise or the reason for missed work is documentable.

Illness: If you experience a severe or long-lasting illness that seems as if it will impact your online participation, please let me know as soon as possible so that we can make alternative arrangements for your success.

Submission of Work: Things happen. Late work is accepted, **except for the paper**. If you need more time on an assignment, however, please ask for an extension *before it is due*. If you do not get an extension in advance, or you do not meet your extension date, the paper may lose 5 to 10 points each week it is overdue. If, by chance, your late submission prevents someone else or an assigned group from completing their work, they may be assigned another partner, and you may be docked points. Note: I only grade assignments collected via Canvas. If there is a problem with a submission link, alert me to the problem and I will work to fix it. Please do not email work. ****Note:** Discussion Boards cannot be made up if completely missed; however, you can receive half credit if you only get to post once.

UNIVERSITY POLICIES

The following statements are required to be on every syllabus of the University of Utah:

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:



Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu



270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776
wellness.utah.edu
350 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct.](#)

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

**If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, check out the student support resources listed [under Announcements on our Canvas page](#) when it goes live.

PRELIMINARY COURSE SCHEDULE
(Overview of Course Topics and Major Assignments)

	<u>TOPIC</u>	<u>DUE</u>
Week 1:	<i>Ways to think about African American Literature</i>	
Week 2:	<i>The New Negro</i>	
Week 3:	<i>Jim Crow and the Constraints of Modernism</i>	Literary Analysis Draft #1
Week 4:	<i>Black Power and Black Arts</i>	
Week 5:	<i>The Black Women's Renaissance</i>	Literary Analysis Draft #2
Week 6	<i>Toni Morrison on African American literature</i>	
Week 7:	<i>Writing in the Age of Crack</i>	Final Draft- Literary Analysis
Week 8:	<i>Post-Soul Literature and Blackness</i>	
Week 9:	<i>Paul Beatty's The White Boy Shuffle</i>	Midterm Exam
Week 10:	<i>The White Boy Shuffle, cont.</i>	
Week 11:	<i>The Neo-Slave Narrative</i>	
Week 12:	<i>Post-racial Questions and Paradoxes</i>	
Week 13:	<i>Black Digital Humanities</i>	Research Progress Report
Week 14:	<i>What is a Black Story?</i>	
Week 15:	<i>Black Science Fiction and Afrofuturism</i>	Final Paper